



UNIVERSIDAD DE LA RIOJA

TRABAJO FIN DE ESTUDIOS

Título

El Desarrollo de las Destrezas Productivas en Inglés como Lengua Extranjera a través del Teatro Potenciado por la Tecnología

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Titulación

Máster Universitario de Profesorado, especialidad Inglés

Departamento

FILOLOGÍAS MODERNAS

Curso académico

2018-19



El Desarrollo de las Destrezas Productivas en Inglés como Lengua Extranjera a través del Teatro Potenciado por la Tecnología, de PABLO LOZANO PALACIO (publicada por la Universidad de La Rioja) se difunde bajo una Licencia Creative Commons Reconocimiento-NoComercial-SinObraDerivada 3.0 Unported. Permisos que vayan más allá de lo cubierto por esta licencia pueden solicitarse a los titulares del copyright.

Trabajo de Fin de Máster

Developing EFL Productive Skills through Technology-Enhanced Drama

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AÑO ACADÉMICO: 2018/2019

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ABSTRACT

Out of all the connexions that drama can have with the educational world such as to teach literature or history, its implementation still has not been exploited to the fullest in the area of foreign language teaching. This work consists of an innovative project which addresses fourth year secondary graders and integrates drama and ICT tools with the objective of improving EFL (English as a Foreign Language) productive skills, i.e. writing and speaking. The model we have created is based on drama models such as Dodson's (2000), Demircioglu's (2010), Aita's (2009) and Zyoud's (2010) theory of drama and EFL teaching, as well as Anderson and Khrathwohl's (2001) adaptation of Bloom's taxonomy of thinking skills and Puentedura's (2014) SAMR (Substitution, Augmentation, Modification and Redefinition) model of technology integration. In the project, the students will use ICT tools and new ways of working with groups to maximize the learning experience. It is important to underline that these innovations have a sense and a purpose; it is not a mere substitution but an actual breakthrough with the traditional approaches. The project itself takes eight sessions and can be applied in very different classrooms and can be adapted for different educational levels.

Key words: drama, podcast, ICT tools, cooperative learning, EFL, ELT, SAMR model, thinking skills.

RESUMEN

De todas las posibles conexiones que el teatro puede tener con el mundo educativo como enseñar literatura o historia, su implementación todavía no se ha explotado al máximo en el área de enseñanza de lenguas extranjeras. Este trabajo consiste en un proyecto de innovación que va dirigido a estudiantes del cuarto curso de educación secundaria y que integra teatro y herramientas TIC con el objetivo de mejorar las destrezas productivas en ILE (Inglés como Lengua Extranjera), i.e. writing y speaking. El modelo que hemos creado está basado en modelos de teatro e ILE de Dodson (2000), la teoría de Demircioglu

(2010), el modelo de Aita (2009) y la teoría de Zyoud (2010), así como la adaptación de los habilidades de pensamiento de Bloom realizado por Anderson y Krathwohl (2001) y el modelo de integración de tecnología de Puertedura (2014) llamado SAMR (Sustitución, Aumentación, Modificación y Redefinición).

En este proyecto, los estudiantes usarán herramientas TIC y nuevas formas de trabajo para maximizar la experiencia de aprendizaje. Es importante subrayar que estas innovaciones tienen un sentido y un propósito; no es una mera sustitución sino una ruptura con los enfoques tradicionales.

El proyecto dura ocho sesiones y se puede aplicar en clases muy diferentes y se puede emplear en una amplia variedad de niveles.

Palabras clave: teatro, podcast, herramientas TIC, aprendizaje cooperativo, ILE, ELT, SAMR, modelo, habilidades de pensamiento.

1. INTRODUCTION

Drama has long been considered as a way to learn languages but without giving it as much importance as other resources. Instead of doing activities that would have enhanced a lot the learning of the students, role-plays and improvisations are the most common strategies to use drama in the classroom. Part of the reason to choose drama as the core of the project is that, after observing the students' behaviour during the internship period, it was obvious that there was a general lack of interest when dealing with English as a subject. This lack of motivation was partially caused by that they did not see this language as something useful and that could help them in real life. This greatly affected the design of this project as, if we managed to turn that attitude into motivation and engagement, the results achieved by the students would certainly be better than if they were bored in class. When it comes to the structuring of the classroom and the students, this project is based on Kagan and Kagan's model (2009). The use of drama, together with the new way of structuring the class and the subsequent increase of motivation, would enhance the willingness to communicate of the students and therefore the development of the productive skills, which is the main goal of the project.

The use of ICT tools is another key element of the project as, in most cases, teachers do not make the most out of the resources they have access to in the classroom. Instead of using these tools as a way to design new types of activities, they simply substitute the old medium by a new one, without introducing any meaningful improvements. My project is based on Puente's (2014) SAMR model (Substitution, Augmentation, Modification, Redefinition), which ensures that the use of ICT tools is by design and not by default so that the learning process is actually being enhanced and not simply substituted by an electronic format.

As we can see, there is a big gap of research and innovation in relation to the use of the elements briefly explained above. The aim of this project is to fill that gap with a model that integrates drama and ICT tools to improve the productive skills in the EFL classroom. However, this model is also applied in the design of the innovative project.

This EFL learning model can be used by teachers and that can easily be applied in different circumstances and context. With this, we would like to contribute to improving the current situation where students are suffering from a lack of motivation and engagement and at the same time increasing the amount of content they learn in each session while improving their productive skills.

2. OBJECTIVES

This project has a clear objective, which is the improvement of the productive skills of EFL (English as a Foreign Language) learners, especially those in secondary education, with the help of drama, ICT tools and collaborative learning. The combination of these elements represents an important change from the traditional practices to education and aims to maximize the students' learning process as well as to promote their engagement with the subject and their motivation.

3. THEORETICAL FRAMEWORK

3.1 Foreign language productive skills

This project is closely linked and influenced by many theories and models. It is within all these influences that our model is framed and where it is based and supported. When it comes to the type of activities and tasks that were established in the project, the Communicative Approach and the Task Based Language Teaching Approach were our main influences. This can be easily understood if we take into account that we try to engage students and make them active participants of their own learning. However, this project is also based on Bloom's taxonomy and Anderson and Krathwohl's revision when it comes to the spreading of the content and the level of difficulty of the tasks along the sessions. These two theories are linked to the model used to organize the use of technology and ICT tools in the classroom as they share a similar structure.

Finally, theories and methods based on the use of drama for EFL teaching were taken into consideration for the creation of the innovative project as, together with the use of ICT tools, constitutes the main innovation from what is nowadays done in the EFL classrooms.

The models and theories that appear below have been selected with the objective of improving what constitutes the goal of the project, which is to improve the productive skills. This group is composed by the speaking and the writing skills, which obviously require the student to communicate and produce content, not only receiving it. hence, it is a big challenge for many secondary education students. However, to improve them is key as they are not only highly used in real-life communication, but they also are thought to be a way of measuring the level of an EFL learner.

The ability to use English for spoke communication is one of the main reasons many people study English, and learners often evaluate their success in language learning, as well as the effectiveness of their English course, on the basis of how well they feel they have improved their spoken-language proficiency (Richards, 2015: 407).

As we can see, to improve the speaking skill is crucial if we want our students to be motivated and feel engaged. What needs to be improved in this skill are fluency, accuracy and correctness. If those three elements are not balanced, the communication could fail.

In the case of the writing skill, the situation is very different as, although the students are also producing content and communication. The written communication has changed forms as the world has evolved and technology has become more and more important and omnipresent:

Effective communication within organizations involves paper and electronic memos, reports and other written texts [...] the growth of social-media communications tools has also influenced greatly the amount of written communication people make use of, as well as the form on their written communication (Richards, 2015: 479).

In this case, however, EFL learners tend to have more problems and difficulties than when speaking, as the spoken language differs from the way it is written:

Written English also differs in many ways from spoken English, and fluency in spoken English is not an indicator of how well someone can write [...] second language learners face many difficulties in mastering writing skills in English (Richards, 2015: 479).

As we can see, to develop the productive skills is not an easy task but it is crucial if we want the EFL learners to be able to communicate and be able to share information in different, realistic scenarios.

3.2 The Communicative Approach and Task Based Language Teaching

This project is first of all based on the Communicative Approach, which rests on the idea that languages should not be taught only from a theoretical perspective but also from a practical one. This means that students must learn a language

focusing on how it is used in reality and not only focusing on grammar and unrealistic knowledge. Therefore, the important element of language teaching is that learners are able to communicate in real life scenarios and adapt to the different contexts and registers that they may encounter when they are using that second language. It is within this approach that the rest of taxonomies, theories and methods that are integrated in the innovative project are framed as it is the basis of the whole model of the project. Sánchez Reyes (2011: 37) explains the nature of this approach on the following quote:

Communicative language teaching (CLT) is a learner-centred expansive and overall approach rather than a specific method. It makes use of contextualised real-life situations that necessitate communication. Students' motivation to learn comes from their desire to communicate in authentic ways about meaningful topics. The aim of the teacher is to develop communicative competence in the students, engaging them in the pragmatic, functional use of language.

Within this approach, this project has focused on Task Based Language Teaching (TBLT) approach as the way to make the students learn. Before explaining this approach, it is important to know what a task means in this particular context:

Tasks [...] are the real-world communicative uses to which learners will put the L2 beyond the classroom- the things they will do in and through the L2- and the task syllabus stands alone, not as one strand in a hybrid of some kind. The real-world tasks may be required for academic purposes, for example, locating a journal in a university library, writing a lab report, or attending a graduate-level economics lecture (Long, 2016: 6)

Based on this notion of task, the TBLT method engages the students in communicative activities that require them to do things that go beyond learning grammar and theoretical information. In other words, it requires them to use the language in realistic scenarios so that they see it not as a mere subject but as something useful and alive:

Task-based instruction is designed to maximize the learner's engagement with a given classroom task, and, consistent with the communicative approach, emphasizes the importance of meaningful exchanges in L2 development. Tasks are seen as distinct from more traditional classroom exercises in that they have objectives that go beyond what is purely linguistic, and involve social actions and pragmatic goals. Learners are required to mobilize their linguistic skills in finding solutions to real-world problems that they might confront outside the classroom. (Hummel, 2014: 117)

One of the ways this method differs from more traditional ones are the materials they use in their classes. For a task to take place, the teacher using the TBLT method would have to do some work beforehand to ensure that the learners have all the materials they will need. The nature of these materials is very different from that of most textbooks, where the texts and oral recordings have especially been created for that purpose. The characteristics of the task-based materials can be read below on the quote:

The needs analyst gathers samples of spoken or written language used by native speakers engaged in the most critical and/or frequent of the target tasks. Modified, elaborated (not linguistically simplified) versions of the samples subsequently become part of the task-based materials (Long, 2016: 7).

3.3 Bloom's taxonomy of learning objectives and Anderson and Krathwohl's revision

Bloom's taxonomy is an important model in this work when it comes to organizing the steps of the project and the spreading of the activities along with the sessions.

The original Taxonomy provided carefully developed definitions for each of the six major categories in the cognitive domain. The categories were Knowledge, Comprehension, Application, Analysis, Synthesis, and

Evaluation. With the exception of Application, each of these was broken into subcategories [...]. The categories were ordered from simple to complex and from concrete to abstract. Further, it was assumed that the original Taxonomy represented a cumulative hierarchy; that is, mastery of each simpler category was prerequisite to mastery of the next more complex one (Krathwohl, 2002: 212-213).

As we can see based on the quote found above, this taxonomy consists on the hierarchic organization of six levels of thinking skills or educational objectives. The higher in the scale, the more it requires the students to think and work with new knowledge. The lower thinking skills are the ones that have been commonly used in the current educational system based on exams and tests. The levels we are focusing on in this work are the top ones in Anderson and Krathwohl's adaptation of Bloom's Taxonomy (2001). However, all the other levels are present along the sessions and are understood as necessary steps for the achievement of the final one.

As we can see, this theory is in direct relation with the didactic part of the work as Bloom's taxonomy organizes the content so that the students can go up in the scale. This is what has been done in this project, the students will start with activities that activate lower thinking skills and they will make their way to the top of the scale.

However, the original taxonomy was created in 1956 and ever since it has been subject to many changes and suggestions for improvement. One of the most relevant revisions of this theory is Anderson and Krathwohl's (2001), which is also taken into account in this work and has had a major influence. These two researchers added, changed and enriched the levels that had previously been established in Bloom's taxonomy. On the one hand, they switched from an organization based on nouns to one based on verbs and they enriched each level by adding new verbs that complemented each other and collaborated to the forming of the sense as a more complete and accurate entity. However, as shown in Figure 1, what probably constitutes the greatest of their contributions to Bloom's taxonomy is the change of the top two levels found in the taxonomy and that constitute the highest thinking skills. This is

highly important as the top of the pyramid was not evaluation any more but creation.

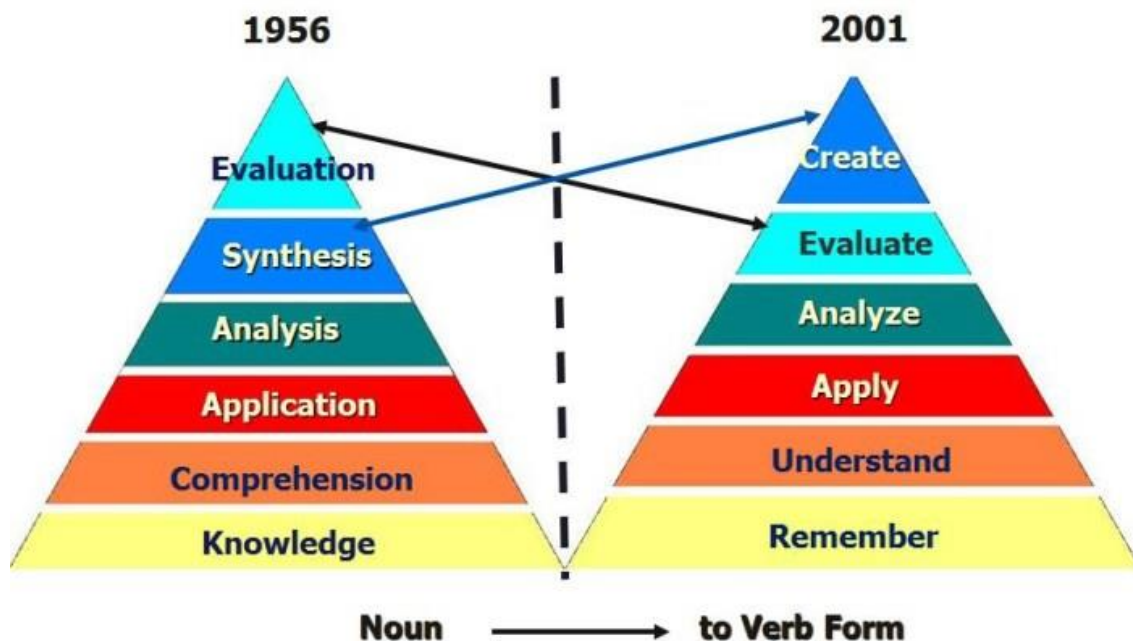


Figure 1: Comparison of Bloom's taxonomy and Anderson and Krathwohl (The Second Principle, 2016).

3.4 The SAMR model

Another big element in this project is the use of technology. This is a crucial part of the proposal and that it has not been exploited in relation to drama in second language teaching. As a result of this, it becomes something very innovative and that, combined with the rest of elements from theories such as the ones mentioned above, allows the possibility to teach contents and at the same time be didactic and engaging. The theory that has been the base of the ICT tools use is Ruben Puentedura's SAMR model, which has some things in common with the models we have previously explained:

Dr. Ruben Puentedura developed the SAMR model as a way for teachers to evaluate how they are incorporating technology into their classroom practice. Puentedura constructed his model in the form of a ladder and equates it with a student climbing the cognitive scale associated with Bloom's Taxonomy. (i.e. as a task moves from lower to upper levels of Bloom's taxonomy, so does a task move from lower to

upper levels of SAMR). Puentedura's model encourages educators to ask themselves if the student task is an act of substitution, augmentation, modification, or redefinition? (Literacy Teaching and Teacher Education, 2015).

As we can see in Figure 2, a direct correlation between Bloom's taxonomy and Anderson and Krathwohl's revision with the SAMR model can be established. This theory was the basis of the organization of the use of ICT tools in the project and, as in the case of the type of activities regarding thinking skills, the way it is structured is by giving more importance to the higher levels and placing the lower ones first so that they have a solid base to work on.

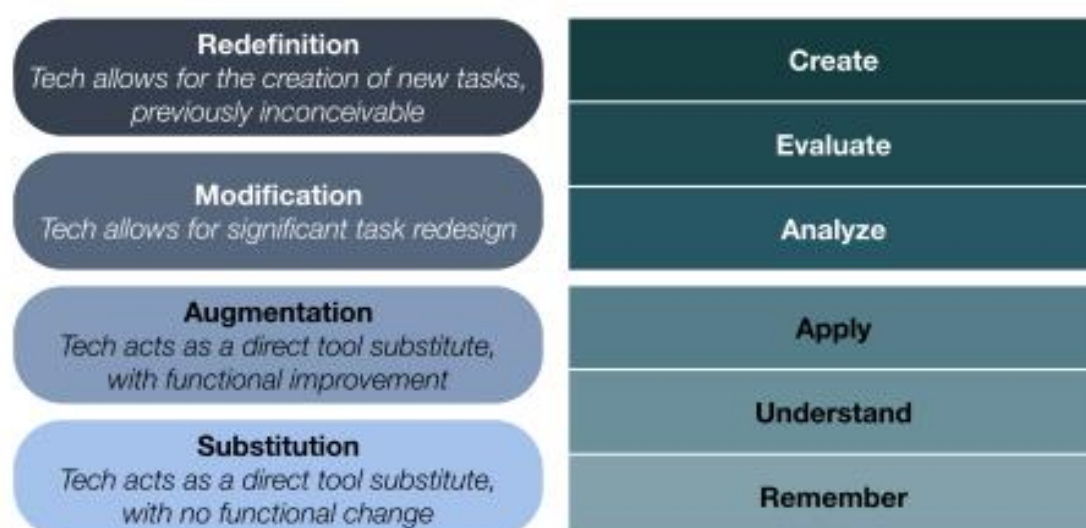


Figure 2: Comparison of Bloom's taxonomy and the SAMR model (Literacy Teaching and Teacher Education, 2015).

In the innovative project I describe in this work, the use of ICT tools is very important as they are focused on the development of the productive skills (speaking and writing) and the increase of motivation. Hence, the web pages and tools or applications were chosen with the objective to make the students practice those skills and do activities that would have been impossible to be done with more traditional means. Behind the selection of the ICT tools (apart from the SAMR model) there is not a model by itself but a selection of them based on the requirements found in the legislation regarding education and the

contents that must be taught. This was done always taking into account the characteristics of the students this proposal was going to be applied with, such as on their level of English and their degree of maturity.

3.5 Drama and EFL teaching

There are several models that integrate drama in the EFL classroom for instance, Dodson's theory was mainly characterised by the use of drama as a series of activities without transcendence, she also explained how writing and reading plays could be a good way to enhance the learning of the students:

Having the students create their own original play is not something that I've encountered in the literature, which is unfortunate, because it seems to be a very productive way to learn the language. If the thought of writing an entire play from scratch seems overwhelming, there are other ways to go about writing an original piece. For example, modifying stories or books into plays or skits is not too difficult, because the plot and characters (and frequently dialogue) already exists." (Dodson, 2000: 137)

As we can see, this is very similar to what is being proposed in the project. However, this idea was good but the paper lacked any further development of it and, instead, more importance was given to the activities that are traditionally associated to the use of drama in the EFL classroom. The context of this researcher was also different from the one we have in Spain because the students were actually migrants who were in the United States and needed to learn the language quickly. However, other models have also been created that target different goals and skills from the ones the method previously explained does.

Demircioglu's theory consisted on the use of drama as way to learn new vocabulary through the inclusion and repetition of certain words in the play the students were working on and representing. As we can see, this model has a very specific linguistic goal, which is to increase the amount of vocabulary the students are learning while making the activity interesting and engaging for the students. (2010: 1-4)

Aita's TiLL model (Theatre in Language Learning) also explored the use of drama in the EFL classroom. However, in this case the approach to drama is different from the previous ones as it consists on the EFL learners watching plays represented by native, professional actors. As we can see, in this model the learners have a passive role in their learning and the productive skills are not developed. Instead, they simply receive input without actively participating in the learning process. (Aita, 2009: 68-69).

Zyoud's model continued the tradition of the use of role-plays, improvisations and simulations but gave the teacher a new role. While until the moment the teacher was very important in the class and participated, this scholar stated that it would be best if the interventions of this person were not to be authoritarian. Instead, the teacher should be just a facilitator of the learning process, all in all, this scholar proposed that the degree of independence the students have is important for the improvement of their EFL skills (Zyoud, 2010:5-9).

4. STATE OF THE ART

4.1 The teaching of EFL productive skills

The productive skills have always been a crucial part in the EFL teaching process. As previously mentioned, this group of skills is composed by the speaking and the writing skills. These two are characterised by the fact that the EFL learner must produce and create messages and utterances. Regarding the use of technology, most of the research is framed within the CALL (Computer Assisted Language Learning). The productive skills have been subject of research in order to maximize the outcome of the integration of ICT tools in the classroom:

As shown in Kessler and Hubbard (2017: 286), the research related to the use of computers and ICT tools in the classroom provided good results: “Some researchers also see CALL practices improving student motivation when supported by mobile [...], game-based [...] and collaborative opportunities [...]”. The results of the studies also showed that the new opportunities the students had greatly enhanced their learning and their motivation, especially when dealing with the productive skills as new tools that provided the opportunity to do new activities started to be integrated such as “blogs, journaling and e-portfolios” (Oliver and Townsend, 2013:42). Drama has also had great importance when dealing with the development of the productive skills. Studies such as Starja’s (2015) proved that it was a very efficient way to improve speaking and dialogues. However, in Stinson and Wilson’s (2011) study on drama and second language learning, these scholars proved that it was not only a great way to develop the speaking skill but also the writing skill. As we can see, both the ICT tools and the use of drama provide the students with the opportunity of doing something new and that motivates them to communicate. The results of other studies also provided results that backed up the ones previously mentioned, which were chosen to illustrate the situation. The use of these two resources (drama and ICT tools) has become increasingly popular in the last decade as the studies have proved that it was highly motivating for the students.

4.2 Didactic uses of drama

Drama as a way to teach languages has been around for a long time, this resource was used both for teaching the mother tongue (L1) and second languages (L2). As we can see, based on the reading of different articles and papers, the use of drama for English as a Foreign Language (EFL) teaching can help not only with the linguistic part of the language but also with coping with the learner's individual variables such as motivation or anxiety.

Concerning the use of drama to foster learners' participation in the context of the EFL classroom, as cited in Piazzoli, (2016:1-3). Kao's research (1995), proved that the use of drama fostered the participation of students. This research consisted on an investigation on the effects of process drama in EFL learners, which in this case were undergraduate students. Some years later, with the help of O'Neill (1998), they published a paper in the same line and settled the basis of the research that would be conducted in the following decade. On the other hand, Metcalfe (2008) worked on the notion of drama as a way to enhance engagement and participation in primary school students in Japan. In this case, the research was supported by evidence contained in videotapes that had been recorded during the sessions of the programme and also questionnaires, interviews and other documents. This researcher went a step forward and proved that drama was not only a way to engage students in certain activities but that deep engagement could be progressively achieved with the use of drama. The last of the studies regarding participation and engagement is Piazzoli's (2011), who conducted two studies that proved that Process Drama had a great impact in the student's engagement and willingness to communicate. This, all in all, ended up increasing the participation of second language students. As we can see, the results of the studies previously mentioned coincided in the fact that theatre can be a useful tool to engage students and make them eager to learn and to participate.

Another line of research addresses learners' confidence and motivation by means of the creation of a safe atmosphere. The main theory selected is Stinson's (2016) Drama and Oral Language (DOL), which aimed to be a way to improve the oral skills of the learners in the EFL classroom with the help of drama. The results of the investigation were that the students were more

motivated than before and that elements that are not purely linguistic such as confidence and a safe atmosphere had been increased (Piazzoli, 2016: 1-3). The result of the creation of this environment where the students feel they can make mistakes and still be safe was that the group of subjects who received the treatment performed better in the speaking skills than the control group. As we have previously mentioned, students, especially young adults, can be quite shy when expressing themselves in a language which is not their mother tongue. Based on the two lines of research previously mentioned, drama appears to be a good way to increase their motivation, participation, or engagement, among others. The end result of that is that students actually want to learn and the result of motivated student is more positive than that of the student who is idle.

When dealing with research that mainly addresses language skills, we see a big separation between those methodologies that give the students an active role and those who do not. This is important as, while the studies that are about to be explained focus on language skills, they also use drama as a didactic resource that makes the process of learning the language much more interesting and engaging for the students. It is also remarkable that the studies that have just been explained focus only on oral skills and the increase of the participation of the students in the EFL classroom. The ones presented below also introduce new aspects of EFL learning such as the development of writing skills or vocabulary learning.

The results of studies such as Basaran, Karadağ and Güneş (2015) research of drama and anxiety in university students when dealing with EFL or Castillo and Guadron's research (2018) on motivation of university EFL learners with the use of drama corroborated the results obtained in other studies related to anxiety and language learning. Drama is proved to be at the same time an ice-breaker and a way to engage students to talk and write (Davies, 1990: 90-95; Salas, 2017). However, the activities that were proposed for the students do not have a lot of depth and are just another activity that could be done in class in an ordinary class. Role-plays, mime, pantomime or simulations are the dynamics that are being explained and that are very different from what is being proposed in our project. The findings of research based on these activities are very similar, as it is the case of Dodson (2000). Bland's (2014) research stands out because he proposed the use of interactive theatre and the activities were

slightly different. However, the nature of the dynamics was very similar to the others.

While, as we previously mentioned, the research addressed oral skills and communication in general in EFL learning by incorporating the use of drama from a more traditional perspective, a different line of research has actually given a more paramount role to drama in the foreign language classroom. This new line of research did not understand drama only as a way to engage students (as it had traditionally been done) but actually gave more importance to the improvement of different skills with activities were content had been introduced. Within this trend, WE should note studies focused on vocabulary learning. For instance, Demircioglu (2010) proved that drama was an efficient way to help students remember vocabulary and bring better results than doing it the traditional way. In this case, the words they were learning were varied and from a general, commonly used lexicon. However, the results turned out to be very similar to those obtained from Giebert's research (2014), which was done on specific vocabulary. The students in this case were not simply studying a foreign language but its use in a specific field environment. The outcome was basically the same as Demircioglu's as they performed better in vocabulary learning than by using more traditional methods.

As a conclusion, over the years, drama and language teaching have gone hand in hand, and overall the results obtained in research point to a positive tendency in language achievement and individual variables. Different types of activities and teaching strategies have been applied in relation to this resource and still have produced a successful outcome. It is remarkable that the students that participated in these projects and programmes were from very different ages (from primary school to university), meaning that there is not an actual age limit to the use of this resource. However, based on this state of the art, we can see that there is a major problem regarding the approach to drama. Most of the studies have addressed traditional uses of drama; few new elements has been added. There has not been a true evolution regarding the use of drama as the activities that were done in the 90s are the same as the ones done nowadays. This is a big gap that aims to be filled with our innovation project as it introduces ICT tools and new group dynamics that break with what has been done until the moment and try to contribute to the improvement of productive skills.

5. INNOVATION PROJECT

First of all, this section is devoted to the description of the model that we have designed based on the models that have previously been explained and revised in the Theoretical Framework. Then, we are going to describe the implementation of the model in the context of an EFL classroom of the fourth year of secondary education.

5.1 A model for enhancing EFL productive skills through drama

The model that we have designed as the basis of our innovation project is influenced by theories and other models regarding the use of drama in EFL teaching, didactic strategies and the use of technology in the classroom. The objective is to enhance and improve the productive skills (writing and speaking) of students in the EFL classroom by means of drama. The final goal of the project is the creation of a podcast based on an adaptation of a play. The students would be divided into groups in order to improve teamwork and their overall experience, as it is explained further along the work.

5.1.1 Steps

The structure of the project is composed of five steps, which are organized in such a way that the students make the most out of the learning experience. Anderson and Krathwohl's revision is thought to be by many experts one of the best ways to organize the teaching process. The model being shown now is very much influenced by this taxonomy as the steps the students will have to follow are in direct relation to the thinking skills, meaning that the modules increase in difficulty and complexity progressively. However, not all steps in Bloom's taxonomy have a direct correlation with the modules of this project and some changes have been made from the original theory.

STEP 1: READING AND GATHERING INFORMATION

In this step the students will have to read and get informed about the topic. This is the only way to ensure that they have a solid base in which they can

build the rest of the steps. The equivalent in Anderson and Krathwohl's revision thinking skills would be remembering and understanding information.

Without this first step, which may seem too simple to be important, the rest of the project could be ill-founded and end up being negatively affected. The type of activities the students would have to do in this first step are, on the one hand reading primary sources, meaning that they would have to read the play. And on the other hand, reading secondary sources, this is what has been written about it.

As we can see, this first step is not purely focused on the productive skills, but it is something that needs to be done for the rest of the steps to be possible. Also, regarding the SAMR model, this is the lowest type of communicative activities that can be done regarding the use of ICT tools. Either students are not using it at all (all the information could be found in paper books) or they are simply searching on the internet. However, they would not only need to search about theoretical information but also about new vocabulary as the new topics and ideas would actually create in them a need to explore and learn. The approximated time that this step would take is one hour.

STEP 2: APPLY THE KNOWLEDGE

This second step in the creation of the project would be focused on creativity and development of ideas. In this step the students would have to debate in English to share the ideas they have, which would enhance the speaking skill. Once they have discussed and decided which ideas and changes are going to be implemented, they would have to write them down.

As we can see, this step is in direct relation with the third level in Anderson and Krathwohl's revision, which would be to apply. The students would now be applying the knowledge they have acquired in the previous step.

The activities that are going to be done in this step are two types:

- On the one hand, students will have to do short presentations and debates as a way to convince the rest of classmates of the changes in the original play they feel should be done. The brief presentations should be done with a web page that allows the students to upload short videos of themselves explaining their views about a certain topic. With these activities the students are developing their speaking skills.

- On the other hand, they should write those ideas, themes and changes in an online platform that allows the classmates to share and organize the ideas they have decided that are going to be introduced. With this activity the student would be developing their writing.

As we can see, the use of ICT tools in this case simply substitutes what could be done in class with more traditional tools, which is the first step in the SAMR model. However, it is already helpful as it allows the students to work from their homes and save time. The approximated time that this step would take is one hour.

STEP 3: WRITING THE SCRIPT

In this step, the podcast that has to be created at the end result of the project starts to actually take shape. The students would have to, based on the decisions made in the previous step, write the script for the podcast. This is the moment of the project where students will develop the writing skill the most as they will have to write a lot. The activities that are going to be done are mostly writing using an ICT tool that allows them to introduce the new dialogues as well as the annotations. This is something that could not be done with traditional tools as students could not recreate and write in the format that web pages allow them to do. What ITC tools are allowing the students to do is to improve their situation, offering more possibilities on the activities they can do, this step in the SAMR model would therefore be that of augmentation. This second stage would be, as in the previous case, an enhancement in their learning.

In Anderson and Krathwohl's revision this step would be the first part of the creation process. It is important to take into account that the creation of the script is the first goal of the project. Without it, the main goal, which is the recording of a podcast, would be impossible. The approximated time that this step would take is one hour.

STEP 4: REVISING THE SCRIPT

Once the script has been written, the students would have to re-read it and maybe ask for their classmates' opinion. This is a way of improving the end result and foster teamwork and cooperative learning which, as it is explained

further along the work, is an essential element of this model as it follows Kagan and Kagan's theory.

The type of activity that they would have to do is writing their opinions about their classmates' plays and rewrite their own based on the suggestions received. This stage is similar to the penultimate step in Anderson and Krathwohl's revision which is evaluation. To revise and evaluate what has been done until the moment allows the students to make sure that the end result is going to be the best they can do. If they stick to the first draft, the end result would not be as good. For this stage, the ICT tools that are going to be used allow the classmates to introduce comments and suggestions in the document from their homes. In the SAMR model this would be a combination of the stage of modification and the stage of redefinition.

To do this is not only time saving but also a way to give the students time to think about whether they like the changes that are being suggested or not. With these activities the students would be developing the writing skill. The approximated time that this step would take is two hours.

STEP 5: CREATION OF THE PODCAST

This is the final step and the end result of all the work that has been done until the moment. After the script has been created and the students are sure of the pronunciation of all the words, the rehearsal starts. This would be the moment when the students would be practicing the speaking skill the most. When the pronunciation, the rhythm, intonation and other crucial elements for a recording have been mastered, the time to actually create the podcast arrives. In Anderson and Krathwohl's revision this would be the last step of the whole process, which is to actually create something. In this case, this podcast will be the end result of the project, providing a very useful material. The approximated time that this step would take is three hours.

Of course, the creation of a podcast is something that could not be done with traditional tools, as it is not a mere recording but an element that can be used for very different purposes, as will be explained along the work. The possibilities that an online podcast creates are infinite, and in the SAMR model this would be the highest level of ICT tools use: redefinition. This is, along with the previous stage in the SAMR model, a transformation on the use of technology.

However, this model has been influenced by other models that are more related to drama itself as a way to teach EFL. While we see that the theories and models created until the moment are very different from one another, none seems to fit perfectly our educational situation. Dodson's (2000) model of writing and staging plays is the closest to our model as this author explained how students can rewrite and work on plays that already exist as a way of practicing and improving the language. However, there are other influences such as Demircioglu's (2010: 1-4) theory of using drama as a way to improve vocabulary learning which has been very helpful as a way to include contents in the project and ensure that there are no problems with the educational legislation. All the models previously explained give the students an active role in the learning process, which is a very important element for our model.

Hence, Kagan and Kagan's (2009) theory on Cooperative Learning has had a lot of influence on the model, this can be seen in depth in the practical part of this proposal. The aim of this model is to create a system which allows the students to have an active role and learn in a didactic, engaging way. This is done by changing the system in which the class is organized as now it is far from the traditional way. Instead of forbidding communication between students, the method called "Jigsaw" is used. This is characterized by the division the students into groups where each of them becomes an expert on a certain field with the help of the rest of students from other groups with the same role. However, this was combined with the method called "Jigsaw II", which is used for the evaluation of the students (Kagan and Kagan, 2009: 1-3).

The TiLL (Theatre in Language Learning) model by Aita (2010: 68-69). is what we are breaking with as it is based on students watching plays interpreted by native actors and therefore giving the students a passive, secondary role. This is what we aim to avoid and break with, as it is what has been most commonly done until the moment in secondary schools in our country.

5.1.2 Relation between models, theories and steps

As we can see, the steps and the models that have been implemented in the project are closely interconnected. Although each model is different from the rest, they all have in common a hierarchic structure in levels. The higher the

level is in the scale, the better those tasks will be for the learning process of the students. In other words, as the students move from one step to the next one, both the thinking skills and the use of ICT tools become more refined, more complex and more effective for learning.

Anderson and Krathwohl's model understands the different types of tasks as a pyramid in which the lower levels are the thinking skills that are normally developed in the traditional classroom, however, this project is about creating and not simply remembering. These two models go hand in hand as they both focus on cognitive levels and skills.

As it can be seen in Figure 3, the organization of ICT tools from the SAMR model and Bloom's and Anderson and Krathwohl's models complement each other perfectly. As the tasks become more complex, the use of technology also progresses and becomes more sophisticated (Eduteka, 2014: 2-7). Hence, the same principle of the structuring of the tasks in order to maximize the level of learning is shared by all of those models.

The number of sessions devoted to the higher levels of thinking and of ICT use, which are those situated above the line that divides the levels into two groups in the models, is higher than that devoted to the lower levels, as it can be seen in the chart found in the Timing section. The reason for this to happen is that in those high levels, on the one hand students have the chance of using technology in order to do tasks that otherwise would be impossible and, on the other hand, they can work on the upper cognitive skills, something rarely done in the traditional classroom. In fact, the best examples of how the productive skills can be worked on are found in those upper levels in the scale.

Finally, regarding the use of models of drama in EFL, most of them only focused on activities that were on the lower level of the scale. This project, as it is innovative and aims to improve the education students receive, dramatically changes that and, as we have previously mentioned, focuses on the upper levels.

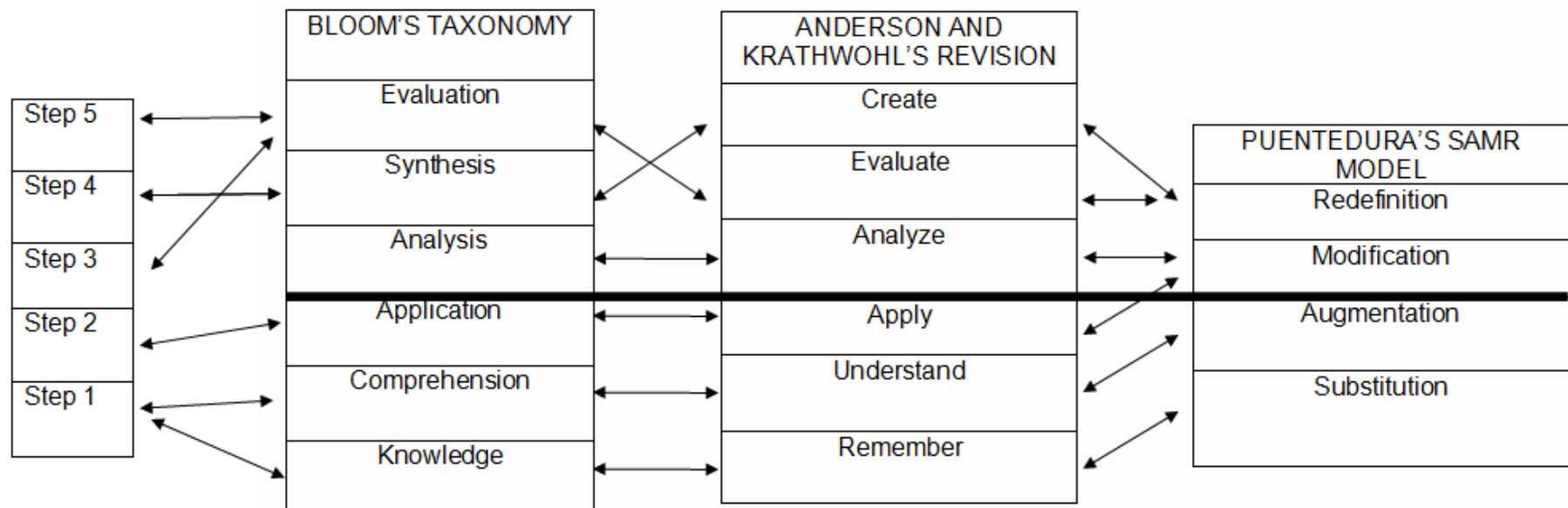


Figure 3: Relation between the steps, Bloom's taxonomy, Anderson and Krathwohl's revision on Bloom's taxonomy and Puertedura's SAMR model.

5.2. INNOVATION PROJECT

5.2.1 Implementation of our model

This innovative proposal, as we have previously seen, consists of the integration of drama and ITC tools in the EFL classroom for the development of productive skills. This project was created with the idea of addressing some of the problems that had been detected during the internship period regarding students. Lots of secondary schools' students do not have problems when it comes to learning grammar, vocabulary or theoretical information. However, they struggle a lot when it comes to expressing themselves, that happens both orally and written. In order to solve this problem, we created this proposal, which targets those specific skills in secondary school students. This is done through a project that, as we will see, can be integrated in very different situations and at very different levels without disrupting the teacher's lessons.

This is something that has not been done until the moment and the application of which, in our opinion, may contribute positively to foreign language learning, from the increase on engagement and confidence in the students to the improvement of their productive skills.

The group of learners to which this practical part is ideally created is that of the fourth year of secondary education. When the students are about 16 years old, their personality is developing quickly and they are experiencing many changes. As a result of this, they tend not to communicate and express themselves in the classroom, especially in a foreign language as they feel embarrassed. Hence, this challenging situation is the ideal field in which to put into practice this innovative project and change the situation for the better.

As we will see, this project has taken into account the current educational legislation when it comes to objectives, contents, evaluation criteria, etc. However, this will be developed in depth further along this work.

5.2.2 Timing

As it can be seen in Table 1, this project is meant to take 8 sessions in total, from the very start of the process until the end. It is designed with the idea to be applied in one session per week for two months.

The reason why the length of the project is 8 sessions is to make sure that the students work on it long enough to be interested and engaged and at the same time not get bored as it could happen if the project took much longer.

This project can be inserted in any classroom and in very different contexts. As a result of being so adaptable, it can be introduced along the year and still be able to carry on with the regular classes. This is important as the rest of the time and sessions that a trimester allows the teacher to save time for other lessons and projects.

STEP	DISTRIBUTION OF THE SESSIONS	BLOOM	ANDERSON AND KRATHWOHL	PUENTEDURA'S SAMR
5	6, 7 & 8	CREATE	GENERATING PRODUCING	REDEFINITION
4	4 & 5	EVALUATE	CHECKING EVALUATING TESTING	REDEFINITION MODIFICATION
3	3	CREATE*	GENERATING PRODUCING	AUGMENTATION
2	2	APPLY	IMPLEMENTING USING	SUBSTITUTION
1	1	REMEMBER AND UNDERSTAND	RECOGNIZING IDENTIFYING	

Table 1: Relation between the steps, distribution of the steps and Bloom's taxonomy, Anderson and Krathwohl's revision and Puentedura's SAMR model.

5.2.3 Key competences

The current Spanish educational system (LOMCE) includes seven Key Competences that have to be developed regardless of the subject being taught. However, it does not require that all of them are practiced in every single subject, but the more competences the students use, the better. These elements are crucial in the attempt to improve practical skills in the students that

later on will help them in their professional and personal future rather than to have students who have memorized a lot of information but that do not know how to apply it.

Below there is the abbreviation that is going to be used along the work to refer to them (C1, C2, C3, etc.) as well as a brief description of them:

C1 Linguistic communication competence:

This competence is much more than only having theoretical knowledge about a language. Instead, it requires that the students are able to actually use it and to communicate efficiently and share ideas, debate and talk with the rest of the classmates, as it is required by the LOMCE.

C2 Mathematic competence and basic competences in science and technology:

This competence consists on the ability to use mathematic, scientific and fields of knowledge related to them to solve everyday problems. It is not about knowing many theories and information but about being able to use it in real life scenarios, making it practical instead of theoretical.

C3 Digital competence:

This competence refers to the correct use of ICT tools in class in order to show and to share information. As in the previous competence, this is not about using technology per se but about making this practical. ICT tools offer a new, wide range of activities that could not have been done before with traditional tools. Also, the students have to learn how to use new programmes that may make their lives easier in the future and that allow them to learn in new ways.

C4 Learning to learn competence:

The student must learn how to organize him or herself in order to maximize their achievement. Also, they should be able to work both individually and in groups.

C5 Social and civic competence:

Students should learn how to interact with the rest of their classmates and to actively participate in the social and civic life of their society. This is important as a great part of the socialization of young people happens in the classrooms.

C6 Sense of initiative and entrepreneurship competence:

This competence was created with the idea of trying to create students capable of turning ideas into action and to foster people who are creative and willing to risk and discover as part of their learning.

C7 Cultural conscience and expression competence:

This refers to students being able to appreciate art in general, including music, theatre or literature. This means that we have to foster not only them learning about art but also to ignite in them curiosity and willingness to discover and appreciate culture.

5.2.4 Division in groups and dealing with diversity

In order to make the project more dynamic and efficient, the first step would be to divide the class into groups of four students. As we have previously seen, this project aims to create students capable of doing and not only of remembering. As we will see, within the group each individual will have a certain task or speciality according to their talents and interests. By giving them the opportunity of working on what they like or on what they are good at, we make them feel comfortable and we give them the option on choosing. This is very helpful as the students at this age need to learn to decision making and they also appreciate being treated as adults and not as children.

As we have previously explained, this project has been influenced by Kagan and Kagan's (2009: 1-3) theory on Cooperative Learning. Hence, as we have previously mentioned, each group will be composed by experts on different fields, who will join the students with the same role from other groups to learn and investigate. Once they have finished learning their duty, they will go back to their mother groups and be able to help the team, this technique is called Jigsaw. The benefits of introducing this methodology in class are many as now all the students are important in the group. This helps break with situations such as discrimination and bullying as now, without that classmate, the group is incomplete and cannot properly work. The key is to make all the students equal

and essential so that they not only learn about drama and literature but also about teamwork and social values in a practical way.

Also, switching from the mother group to the group of experts can be interesting to the students as they realize that they have similarities with those students and at the same time they interact within a different context.

All in all, this division in groups and the structure of the project is beneficial for the students not only from an academic perspective but also from a personal one as it helps develop their social skills.

5.2.5 EFL methodology

When it comes to EFL learning, this project is based on the Communicative Approach as it aims to increase the language level of the students through interaction and communication. This is important as, as we will see, focus on form exercises do not have an important role in the project as this aims to be something innovative. Instead, we try to make the students talk and communicate in such a way that they see the language they are learning as something useful and practical instead of merely theoretical. This is important as seeing English as a useless subject is quite common among secondary education students and lowers their levels of motivation and engagement.

Also, within the Communicative Approach, this project has been influenced by the Task-Based Language Teaching (TBLT), as it was previously explained in the Theoretical Framework.

However, as we have seen, other methods and theories that are more general and not focused on EFL learning also have an important role in this project. When it comes to the structure of the classroom, there is a big break with the traditional way as the class is divided into groups and those groups at the same time are not static but dynamic. Also, this ensures that all the students are involved and have a role in the team and this is a way to improve their level of commitment and participation. These two methods complement each other very well and have some elements in common. There are also some hints about the Flipped Classroom Approach (Ozdamli & Asikov, 2016: 99-100) in the project as students are required to work at home and use the classes to debate and do other types of activities and tasks. However, this does not have a lot of

weight in comparison with the other methods and approaches that we have previously mentioned.

Finally, drama is the third big influence in this project's methodology as the students will be using it as a way to learn. The advantage of using drama in the project is that they are able to improve aspects that are important and that do not normally receive the place they deserve. For instance, reducing anxiety and making the students feel at ease when speaking in a foreign language is a big challenge. Only by combining different methodologies and being able to take the best parts of each one and adapt to the context of the students we will be able to get great results and provide the best education possible.

5.2.6 Contents

The contents of this project have been taken from the *Decreto* 19/2015 (dated on 12 June, BOR, 2015), which is the educational legislation from La Rioja. However, most of the elements found in this document are very similar or even the same as in the case of the national document regarding education, the BOE. Hence, this project could be applied in different regions in Spain without much difficulty only by adapting and changing some parts of it. Some of the following contents have been adapted from the original document so that they fit better the project itself.

5.2.6.1 Speaking

- Mobilize and coordinate their own general and communicative competences with the objective of doing efficiently a task (review what is known about the issue, what can and can't be said, etc.)
- Locate and use correctly linguistic and thematic resources (use of a dictionary or grammar aid, getting help, etc.)
- Readjust the task (doing a more modest version of the task (or the message or play) making concessions in what the student would really want to express), after evaluating the difficulties and resources available.
- Common use written lexicon (production) related to personal identification; daily life activities; family and friends; work and occupations: free time, leisure and sport; health and physical care; education and study;

language and communication; environment, climate and natural entourage; technologies of information and communication.

5.2.6.2 Writing

- Mobilize and coordinate their own general and communicative competences with the objective of doing efficiently a task (review what is known about the issue, what can and can't be said, etc.)
- Locate and use correctly linguistic and thematic resources (use of a dictionary or grammar aid, getting help, etc.)
- Social, cultural and sociolinguistic aspects: social conventions, rules of courtesy and registers; traditions, values, beliefs and attitudes: non verbal language. Adapting the vocabulary to the era and social class.
- Common use written lexicon (production) related to personal identification; daily life activities; family and friends; work and occupations: free time, leisure and sport; health and physical care; education and study; language and communication; environment, climate and natural entourage; technologies of information and communication.

5.2.7 Objectives

The objectives regarding Secondary Education that can be found below have been extracted from the *Decreto* 1105/2014 (dated on 26 December, BOE, 2014), and are the base of the project, which aims to develop as many of these objectives as possible.

Secondary School must contribute to the development in the students of skills that allow them to:

- a) Assume responsibly their duties, know and exercise their rights while respecting others, practice tolerance, cooperation and solidarity between people and group, practice dialoguing while promoting the human rights and treating everyone equality and seeking equality for men and women as well as common values for a plural society and preparing the exercise of democratic citizenship.

b) Develop and control habits such as discipline, study, individual work and teamwork as a necessary condition for doing efficiently the learning tasks and as a means of personal development.

c) Value and respect the different of genders and the equality of rights and opportunities between them. Reject discrimination to people based on gender or other condition or circumstance either social or personal. Reject the stereotypes that mean discrimination between men and women, as well as any other manifestation of violence against women.

d) Strengthen their affective capacities in all fields of personality and their relations with others, as well as rejecting violence, prejudice of any kind, sexist behaviours and resolving conflicts peacefully.

e) Developing basic skills in the use of sources of information to, with criticism, acquire new knowledge. Acquiring a basic preparation in the field of technologies, especially those of the information and communication.

f) Understand scientific knowledge as an integrated discipline, which is divided in other disciplines, as well as to know and apply the methods to identify the problems in diverse fields of knowledge and experience.

g) Develop entrepreneurship and self confidence, participation, criticism, personal initiative and capacities to learn to learn, plan, take decisions and assume responsibilities.

h) Understand and express with correction, both orally and written, texts and messages in Spanish and in the co-official language of the Autonomous Region and to start learning, reading and studying literature.

i) Being able to understand and express themselves in one or more foreign languages appropriately.

j) Know, value and respect the basic aspects of the culture and history of their own culture and of that of the others, including artistic and cultural patrimony.

k) Know and accept the functioning of their own body and that of the others, respecting the differences, affiancing the health and physical care habits and incorporating physical education and the practice of sports to

favour the personal and social development. Know and value the sexual human dimension in all its diversity. Value critically the social habits related to health, consumerism, care of living creatures and the environment, contributing to its conservation and improvement.

l) Appreciate the artistic creation and understanding the language of different artistic manifestations, using diverse mediums of expression and representation.

However, the project itself has some specific objectives that, although based on the general objectives of Secondary Education, vary in some aspects:

- Improve the knowledge about literature and culture in English
- Be able to appreciate how the differences of era and place affect the vocabulary and expressions
- Introduce new ways of learning and organizing the classroom
- Increases self confidence and reduce anxiety when communicating, especially when doing it orally, in front of a group of people.

5.2.8 Materials and resources

This proposal uses several ICT tools for the tasks the students have to do. However, for the use of those tools to be possible, there are some items that need to be beforehand in the classroom. Some of the pages and programmes have been extracted from Raúl Santiago's compilation, that can be found in the following link: <https://coggle.it/diagram/VDbGKqm5DvdXAKnS/t/mas-de-200-recursos-en-el-aula-compilado-por-ra%C3%BAI-santiago> (Santiago, n.d):

- Computer: this element is the base of all the other ICT tools in the project. It is important that the computers the students are using have access to the Internet so that they can use all the other programmes. Also, this would allow them to search information, watch videos related to the tasks they have to do among many other things. However, without the rest

of web pages and programmes that are used in the project, the computer would not be something very innovative or beneficial per se.

- Blackboard: this is the traditional tool by excellence and, although this project is focused on practicing productive skills with the use of ICT, the blackboard is still a very useful tool when it comes to organizing the classroom and noting important information so that the students can read it.

- Microphone and speakers: these two elements are essential for the project as they upgrade what can be done with the basic microphone and speakers that most laptops have integrated. If we want the students to be able to record themselves and produce a high quality result, it is crucial that technology is helping them. Also, they will have a hard time trying to listen to the audio and check for mispronunciations or problems regarding intonation if the speakers do not provide good quality sound.

- Plays: the plays that the students have to read are also an essential element. These allow the student to have a solid base for their adaptations; however, it is also a great way to increase their cultural knowledge. The students in secondary education very rarely are given this type of books to read and they constitute something essential for their education and their cultural awareness

Here we can find the ICT tools that appear in the proposal as well as some others so that the teachers have a more complete variety from which to choose:

- Inklewriter: as seen in Figure 4, this web page allows the students to create animations without much difficulty. It was created with the aim of using it in the classroom so it provides the possibility of choosing whether you are a teacher or a student and supervise what they are doing. Animations are a great option in order to help students understand the play by working on their visual thinking. Also, it is very didactic because they have to learn how to concentrate the play in a reduced space and time.

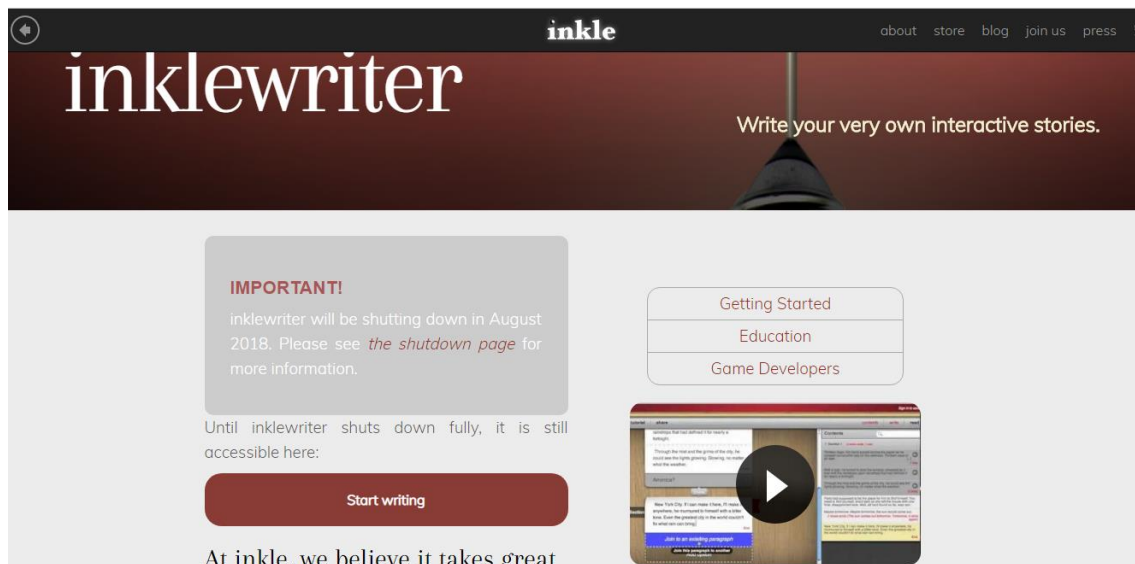


Figure 4: Screenshot of Inklewriter's menu. Retrieved from: <https://www.inklestudios.com/inklewriter/>

- Storybird is a software that allows the students to create visual content based on the story they have been working on. This tool was created with the idea of being used in a classroom and it has the option of selecting whether you are a teacher or a student. This ICT tool would be especially useful in step 5.

Writing ICT tools

- GoogleDocs: this is a programme offered by Google which allows the users to create a document online in which the whole team can work simultaneously. The uses of this are unlimited, in the project it serves as a way for the students to write down ideas, drafts, suggestions, etc. and still be able to work on it from home if they did not have enough time in class.
- WriterDuet: as seen in Figure 5, this web page allows the users to create online scripts and introduce elements that other programmes do not feature such as annotations. It has been used by professionals and provides the students a great opportunity to try something totally new for them. The fact of not only having been used by real filmmakers but also looking professional is a determining factor as this would engage them

much more and increase their performance. The fact of being an online page allows the students to work from their homes and re-read the script as many times as they want regardless of the time or location. Also, this allows the students to share the script with the other groups without much difficulty. Probably this is the most important of the ICT tools as it allows the students to create something that with pen and paper would not have given the same outcome.

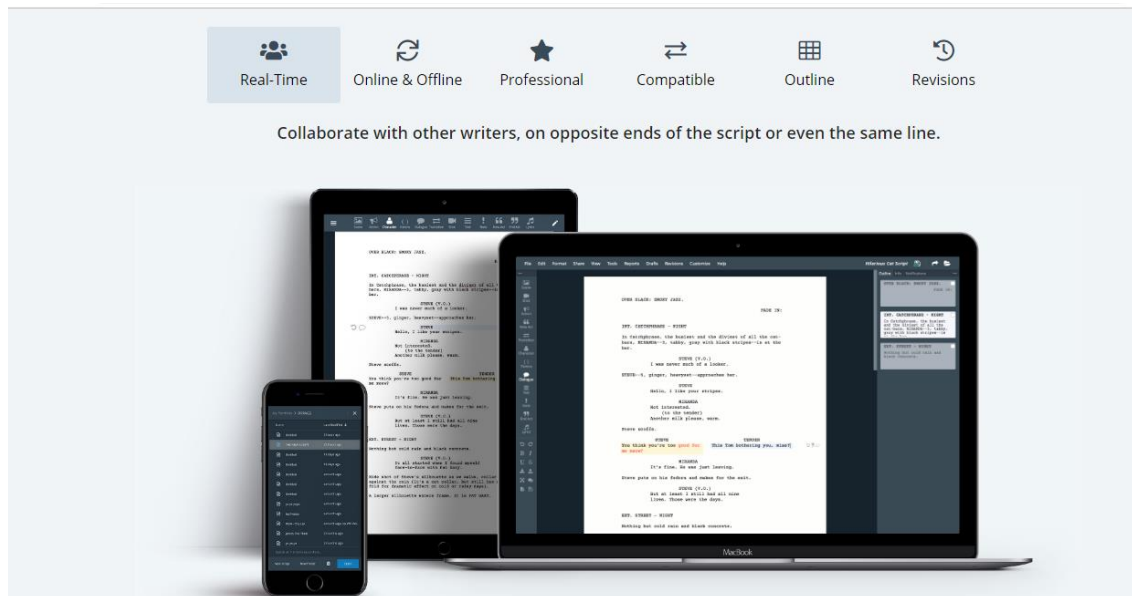


Figure 5: Screenshot of WriterDuet. Retrieved from: <https://writerduet.com/>

- Canva is another possibility for the purpose previously explained, allowing the students to create documents that are very visual and at the same time remain easy to create. This is a good option to show the rest of students your ideas and prepare the following part of the project. Canva also allows students to work simultaneously in the same document. This ICT tool would be especially useful in step 2 as it allows the students to share their ideas.

- StoryTouch is another screenplay software that is free and provides the opportunity of creating good, professional scripts. This programme has the advantage of including a timeline in the script, allowing the students to visually see the parts of the story and an easier way to work on each of the sections. As in the previous case, this writing app would be useful in step 3.

- WordReference (Figure 6) is a web page that provides phonetic transcription of words and brief recordings of the words in different accents; this is very helpful when it comes to correct pronunciation. This page also provides what other online dictionaries do such as meanings of words, synonyms and antonyms. This ICT tool would be useful all along the steps.

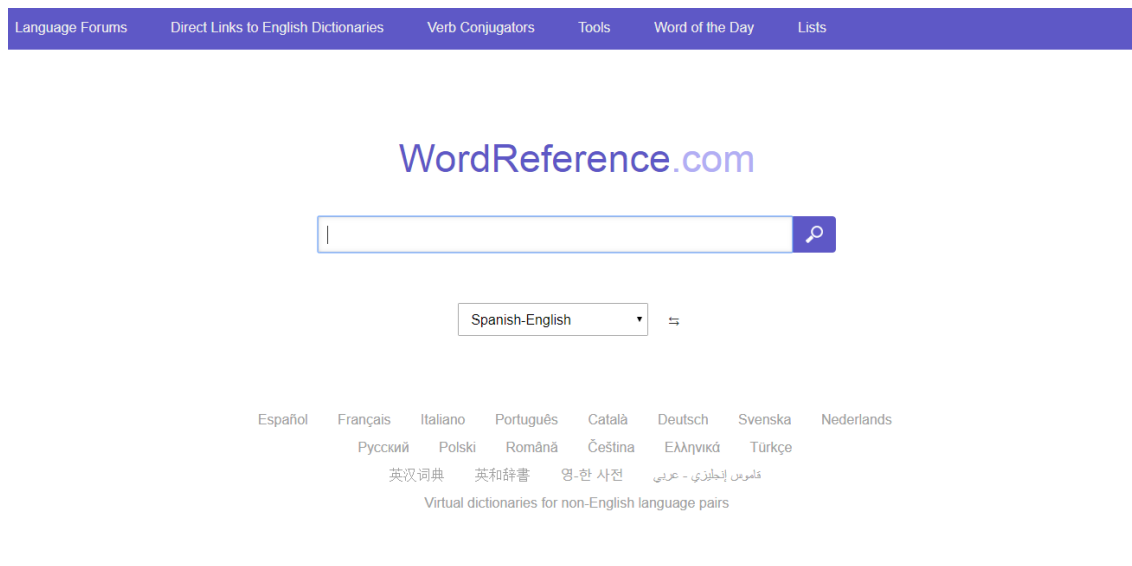


Figure 6: WordReference's main page. Retrieved from: <https://www.wordreference.com/>

Speaking ICT tools

- Flipgrid: this web page (Figure 7) allows the students to record short videos and upload them to the page so that both the students and the teacher can watch them. this is a good way to share ideas and at the same time practice oral skills such as fluency, accuracy or pronunciation.

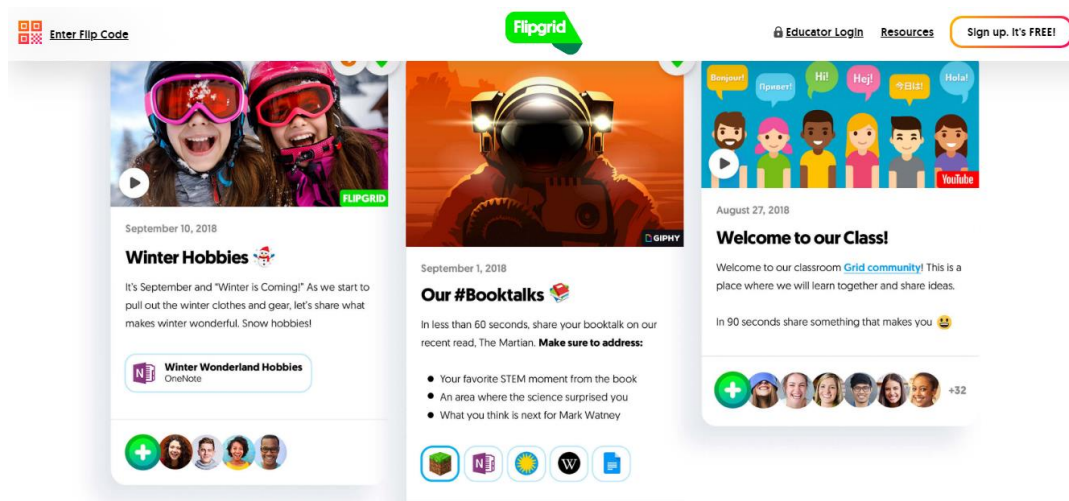


Figure 7: Flipgrid's videos and topics. Retrieved from: <https://flipgrid.com/>

- **Spreaker:** along with the previous tool, this is a very crucial one for the project. This web page (Figure 8) allows the students to not only record the play but also to work on it and create a podcast with great quality and features. This is a determining feature for the project as not it is not simply about recording the play and not using it but about making of the outcome something that has a lot of posterior uses. However, those are explained in depth further along the essay.

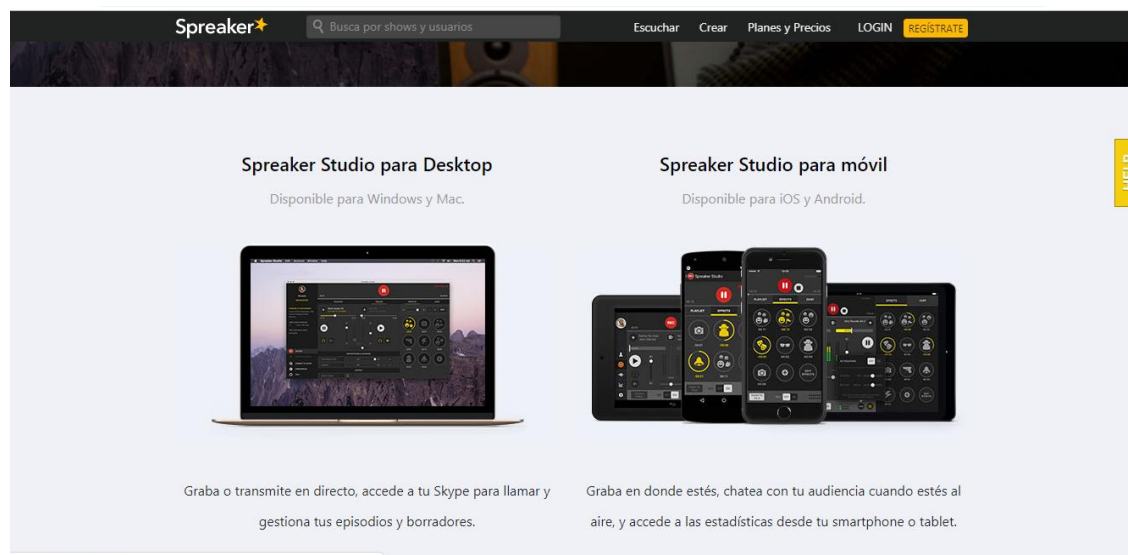


Figure 8: Spreaker's main page. Retrieved from: <https://www.spreaker.com/>

- **MyShakespeare:** this web page (Figure 9) allows the students working in Shakespeare's plays to develop both of the productive skills.

On the one hand, it provides the students with new vocabulary, exercises and translations that are very good to improve their writing. On the other hand, they can work in their speaking skills as the web page has the option of hearing the dialogues so that they can practice their pronunciation, intonation and rhythm.

myRomeo&Juliet Play Menu Q

Credits Act 1, Prologue Act 1, Scene 1

Act 1, Prologue

What's Happening

Chorus

Two households, both alike in ^{social rank} **dignity**, 1
 In fair Verona where we lay our scene, 2
 From ancient grudge break to new ^{into} **mutiny**, ^{conflict} 3
 Where **civil** blood makes **civil** hands unclean. ^{community} ^{civilized} 4
 From ^{out of} **forth** the fatal loins of these two foes, 5
 A pair of star-cross'd lovers take their life, 6
 Whose **misadventured** piteous **overthrows** ^{unfortunate} ^{destructions} 7
 Do, with their death, bury their parents' strife. 8
 The fearful ^{journey} **passage** of their death-mark'd love, 9
 And the continuance of their parents' rage — 10
 Which, ^{except for} **but** their children's end, **nought** could remove — 11
 Is now the two hours' ^{offering} **traffic** of our stage, 12
 The which if you with patient ears **attend**, 13
 What here shall ^{listen} **miss** our toil shall strive to mend 14

Figure 9: Romeo and Juliet's prologue from MyShakespeare. Retrieved from: <https://myshakespeare.com/>

- Edpuzzle also allows the recording of a podcast and later on its edition. What is different in this case is that students can add questions to the podcast so that the students watching it have to answer them. This makes the tool very practical for teachers wanting to use podcasts later on as a way of examining other students. This ICT tool would be especially useful in steps 4 and 5.

5.2.9 Assessment

The assessment of the project is going to be based on the skills that were originally chosen to be tackled since the beginning. Hence, the productive skills (speaking and writing) are going to be the main elements that are going to be evaluated at the end of the project.

First of all, the way those skills are going to be assessed is not with an exam or with a test. Instead, the work the students have been doing during the last 8 sessions is going to be what is taken into account.

The assessment is based on the evaluation criteria found in the *Decreto* 19/2015 (dated on 12 June, BOR, 2015) for the fourth year of secondary education and for the two productive skills that we have developed with this project.

In the case of the writing part, each group will be evaluated based on the script. The aspects of this document that are going to be taken into account are the following:

- Originality and creativity of the script (25%)
- Variety of vocabulary (25%)
- Grammatical correctness (25%)
- Cohesion and coherence (25%)

These four items in the assessment have been based on the following evaluation criteria found in the *Decreto* 19/2015 (dated on 12 June, BOR, 2015), which have been adapted to the context of this project:

- To write, in paper or in an electronic medium, short texts or of medium length, coherent and with a clear structure, about issues of personal interest, daily issues or less frequent ones, in formal and neuter register, using adequately the resources of cohesion, orthographic conventions and the most common punctuation signs, showing a reasonable control of expressions, structures and a lexicon of frequent use, both general and specific, within the area of specialization or interest.
- Know, select and apply the most adequate strategies to elaborate short or medium length texts, i.e. rephrasing structures from texts with other characteristics and similar communicative aims, or writing previous drafts.
- Incorporating to the written production the socio-cultural and sociolinguistic knowledge acquired related to interpersonal relations and social conventions in the personal, public, educational, occupational/work field, selecting and providing the necessary and pertinent information,

adjusting adequately the expression to the receiver, to the communicative aim, to the issue being dealt with and to the channel of communication, and expressing opinions and points of view with the necessary courtesy.

- Using the conventions of orthography, punctuation and format most frequently with reasonable correction so that the message can be understood, although some influence of the mother tongue or other languages can be appreciated; to know how to use the basic resources of text processing to correct orthographic mistakes in the texts that are produced in electronic format, and to adapt to the common conventions of text writing on the Internet (i.e. abbreviations or others in chats).

In the case of the speaking part, the students are going to be individually evaluated. As all of the students in the group will speak in the podcast, they can be individually assessed. The elements that are going to be taken into account for the evaluation are going to be the following:

- Pronunciation (25%)
- Intonation (25%)
- Rhythm (25%)
- Naturalness (25%)

These four items in the assessment have been based on the following evaluation criteria found in the *Decreto* 19/2015 (dated on 12 June, BOR, 2015):

- Know and know how to apply strategies to produce oral texts either monologues or dialogues, of short or of medium length, and of a clear and simple structure, exploiting the resources that has and limiting the expression to those.

- Incorporating to the oral production, either monologues or dialogues, of the socio-cultural and sociolinguistic knowledge related to interpersonal relations and social conventions in the personal, public, educational, occupational/work field, selecting and providing the necessary and pertinent information, adjusting adequately the expression to the receiver, to the communicative aim, to the issue being dealt with and to the channel of communication.

- Pronunciation and intonation of sentences in a clear and comprehensible way, although the interlocutors may need to ask for the utterance to be repeated if the words or structures used are not very common or in whose articulation mistakes can be made that do not interrupt the communication.
- Maintain the rhythm of the discourse with enough fluency to make the message comprehensible when the interventions are briefs or of medium length.

With this double evaluation that takes into account the teamwork and the individuals we make sure that the students will be working well as a team and at the same time they have the opportunity to shine and motivate them to go the extra mile.

It is crucial for this evaluation that the script and the podcast are provided to the teacher once the last session is over. It is something the teacher can keep and use afterwards for a variety of purposes, as we will see later.

The final mark of the students will be composed by the two parts of the assessment. Each one will amount 50% of the final mark.

5.2.10 Further uses

Once the podcasts have been created, the teacher can ask the students to introduce questions that appear along the audio. By doing this we can use the content the students have created as a way to evaluate the listening skill. It is important to take into account that each group has reviewed and previously read the script from another group. It is therefore essential that the podcast that appears in their exam is the one from a group whose script they have not previously read. Also, together with the animations that have been created, other activities could be done that give further transcendence to the project. For instance, those podcasts could be uploaded to a webpage or platform where other students and teachers could listen to them. This could be the source of inspiration for other projects related to EFL learning and help introduce new methodologies and activities in the classrooms.

A contest could be a viable possibility as well, both between the teams, by awarding some extra points in the mark to the team that has done the best job.

This would surely be a way to motivate them and enhance their commitment with the activity, as the reward would be more than simply the podcast. However, in order to give the podcasts some big transcendence, the students could submit their work to a contest, either national or international. All in all, the possibilities regarding further uses of the podcast are unlimited and it all depends of the commitment of the teacher and students as well of their contest. It is completely up to them to make of this project something that only lasts 8 sessions or something that really makes a difference in the educational panorama.

5.2.11 Organization of the sessions

SESSION 1

	Task	Description of the task	Skills	Competences	Materials and resources	ICT tools and websites	Interaction	Timing
STEP 1. READING AND GATHERING INFORMATION	Explanation of the task	The teacher must explain the task to the students so that they fully understand what they have to do. This must give them a general idea of the whole project		C1	Blackboard		T>Ss	15 minutes
	Separation into groups and distribution of the plays	The students will be separated into groups. It would be best if in each group the students have different talents	Speaking	C1, C5	Blackboard		T>Ss Ss>Ss	15 minutes
	Reading about the play	The students will start to read secondary sources that will help them understand the play. MyShakespeare allows them to learn new vocabulary,	Reading Writing	C1, C6, C7	Computer	MyShakespeare	T>Ss Ss>Ss	20 minutes
STEP 2. APPLY THE KNOWLEDGE	Homework	After reading the play and practicing speaking skills with the help of MyShakespeare, the students will upload a video to Flipgrid with the ideas they believe could be interesting to introduce in their adaptation of the play	Reading Speaking	C1, C3, C4, C7	Computer	Flipgrid MyShakespeare	T>Ss Ss>Ss	1 hour

SESSION 2

	Task	Description of the task	Skills	Competences	Materials and resources	ICT tools and websites	Interaction	Timing
STEP 2. APPLY THE KNOWLEDGE	Final decisions	Based on the Flipgrid videos, the students will debate and choose what the play is going to be like	Speaking	C1, C3, C5	Computer		T>Ss Ss>Ss	20 minutes
	Sharing the information	Using Tiki-Toki they will have to write the timeline of the story	Writing	C1, C3	Computer	Tiki-Toki	T>Ss Ss>Ss	10 minutes
	Detailing	After the basic timeline has been created, they will start to details and other information, completing it	Writing Speaking	C1, C3	Computer	Google Docs	T>Ss Ss>Ss	10 minutes
STEP 3. WRITING THE SCRIPT	Writing the script	After all this has been done, the students will start to write ideas for the script	Writing Speaking	C1, C3, C7	Computer	Google Docs	T>Ss Ss>Ss	10 minutes

SESSION 3

	Task	Description of the task	Skills	Competences	Materials and resources	ICT tools and websites	Interaction	Timing
STEP 3. WRITING THE SCRIPT	Writing the script	The students will start to turn those ideas into dialogues and annotations	Writing Speaking	C1, C3, C7	Computer		T>Ss Ss>Ss	40 minutes
	Online script	The script itself will be written online using the online platform WriterDuet	Writing	C1, C3	Computer	WriterDuet	T>Ss Ss>Ss	10 minutes
	Homework	Final revision of the script	Reading	C1, C3, C4	Computer	WriterDuet	Ss>Ss	30 minutes

SESSION 4

	Task	Description of the task	Skills	Competences	Materials and resources	ICT tools and websites	Interaction	Timing
STEP 4. REVISING THE SCRIPT	Swapping scripts	Each group of students will send their script to another group		C1, C3	Computer	Google Classroom	T>Ss Ss>Ss	5 minutes
	Re-reading the scripts	Each group will re-read the script they have been given	Reading	C1, C3, C5	Computer		T>Ss Ss>Ss	25 minutes
	Introducing changes and suggestions	Based on the reading, they will think about changes and suggestions that would improve the script and the play	Speaking Writing	C1, C3, C4, C5, C6	Computer		T>Ss Ss>Ss	15 minutes
	Sending the scripts	When all the previous steps have been done, they will send the corrected script back to its writers		C1, C3	Computer	Google Classroom	Ss>Ss	5 minutes

SESSION 5

	Task	Description of the task	Skills	Competences	Materials and resources	ICT tools and websites	Interaction	Timing
STEP 4. REVISING THE SCRIPT	Groups of experts	Based on the different roles of each member of the team, they will go to the groups of experts	Speaking	C1	Blackboard		T>Ss Ss>Ss	5 minutes
	ICT group	This group of students will watch tutorials and learn the use of Spreker	Speaking Reading	C1, C3, C4, C5	Computer	Spreker	Ss>Ss	45 minutes
	Animation group	This group will investigate and learn how to make animations	Speaking Reading	C1, C3, C4, C5	Computer		Ss>Ss	45 minutes
	Sound effects group	This group will learn how to make sound effects with daily objects so that they can do it in the podcast	Speaking Reading	C1, C3, C4, C5	Computer		Ss>Ss	45 minutes
	Voice group	This group will learn how to improve the delivery of the speech such as intonation, rhythm, etc.	Speaking Reading	C1, C3, C4, C5	Computer		Ss>Ss	45 minutes

SESSION 6

	Task	Description of the task	Skills	Competences	Materials and resources	ICT tools and websites	Interaction	Timing
STEP 5. CREATION OF THE PODCAST	Start of the rehearsal	The students will rehearse the whole play and the team members will correct each other's pronunciation with the help of Wordreference	Speaking	C1, C3	Computer	Wordreference	T>Ss Ss>Ss	20 minutes
	Introduction of sound effects	The experts on sound effects will practice them	Speaking	C1, C3	Computer		T>Ss Ss>Ss	5 minutes
	First recording	Once both the script and the sound effects are ready, they will record the play so that they can listen it afterwards and make improvements	Speaking	C1, C3	Computer Microphone	Spreaker	Ss>Ss	20 minutes
	Corrections	The students will make corrections and suggestions to other students based on the recording	Speaking	C1, C3, C4, C5	Computer Speakers		Ss>Ss	5 minutes

SESSION 7

	Task	Description of the task	Skills	Competences	Materials and resources	ICT tools and websites	Interaction	Timing
STEP 5. CREATION OF THE PODCAST	Final rehearsal	The students will rehearse the whole script with all the extra features such as sound effects. It should be flawless as the next time they do it should be the one that is recorded	Speaking	C1, C3, C5	Computer		T>Ss Ss>Ss	25 minutes
	Recording	Once they have mastered all the skills needed and the whole team is ready to perform, they will record the play using Spreaker	Speaking	C1, C3, C5	Computer Microphone	Spreaker	T>Ss Ss>Ss	25 minutes

SESSION 8

	Task	Description of the task	Skills	Competences	Materials and resources	ICT tools and websites	Interaction	Timing
STEP 5. CREATION OF THE PODCAST	Group division	The group will be separated into two couples: podcast edition and animations	Speaking	C1	Blackboard		T>Ss Ss>Ss	2 minutes
	Podcast edition	With the help of another team member, the expert on podcast edition will work on the recording using Spreker	Speaking	C1, C3, C4, C5	Computer	Spreker	Ss>Ss	43 minutes
	Creation of animations	With the help of another member of the team, the expert on creation of animations will make some of them regarding the play using Inklewriter	Speaking	C1, C3, C4, C5	Computer	Inklewriter	Ss>Ss	43 minutes
	Final results	The team members will see the final results of their work	Speaking	C1, C3, C4, C5	Computer		T>Ss Ss>Ss	5 minutes

5.2.12 Description of the sessions, activities and group dynamics

As we can see, the eight sessions are structured in such a way that the content is spread along the project. With this, we make sure that the students are practicing the productive skills along the weeks and not devoting one month exclusively to writing and the next one to speaking.

The first session of the project is mostly introductory; the students would be explained what to do and they would be separated in even groups. This is, following Kagan and Kagan's (2009: 1-2) structure, the mother group, and each member of the team is an expert on a certain topic. The group we are using as an example would be using *Romeo and Juliet*, by William Shakespeare as the base of their project. As we can see in the chart of this session, they would be using a web page called MyShakespeare. This tool is especially useful for this project because it allows the students to discover about the play or the time it was written in. However, as we will see, it also allows the students to work on the skills and elements that will be evaluated and that can be found in the section of the work called Evaluation Criteria. Also, the students would have to work with Flipgrid, a web page that allows the students to record videos of themselves and upload them. As they can record their video as many times as they want and watch it before uploading it, they can practice intonation, include new vocabulary, improve their pronunciation, etc.

The second session is about working on what the students have done as homework (the Flipgrid videos), which is very similar to what is done in Flipped Classroom. Then, they would start to write all the information they need before starting with the script. In this case, they would be required to write using formal style and use tools such as Tiki Toki, which would improve the visual thinking of the students as they would have the chance to organize the content in a timeline.

In the third session the students would be working on the creation of the script. This is an important task for the ultimate goal, which is the creation of the podcast. In this part, creativity, grammatical correctness and vocabulary will be key as they will have to create an adaptation of the play and the setting and the historic and social context must be taken into account. As required in the evaluation criteria, they will write in an electronic medium, which is WriterDuet.

The fourth session will be about revising the work they have done until the moment with the objective of improving it. The fact of sending the work to other groups is helpful as they would improve their social skills and at the same time the students would get a fresh point of view on their work. Giving and receiving feedback, either good or bad, is something that they students must learn to deal with. In this case, they receive this information from person of their same status (their classmates).

The fifth session is the most important one from the point of view of group dynamics. As it has been mentioned before, the students would be separated in groups of four students, each of one having a different role depending on their interests and talents. In this session, each of them would leave the mother group and go to the group of experts formed by the students having that same role in the rest of groups. This we see in Kagan and Kagan's paper (2009: 1-3) it's what is known as the Jigsaw method. However, when it comes to the evaluation of the students, it is composed of an individual mark and a collective one. This is similar to the method called Jigsaw II, which is also evaluates the team and the individuals separately. However, in this case that is not done with an exam or a test.

The sixth session the students will start rehearsing and practicing the play so that they can solve any problems that may arise once the script has been created. The rest of members of the group will help each other to improve fluency, pronunciation and intonation. This is something that has been previously practiced both in EFL and in other subjects as it is part of the assessment criteria. In order to make sure that they are proficient and are able to hear the mistakes they may make, the students will record their parts with a microphone and then they will listen again with the speakers.

The seventh session will be devoted to practicing the podcast. In this case the whole team is supposed to perfectly know the script and the sound effects that they may have decided to use would be introduced. The final rehearsal in this session should be perfect and flawless as the next one would be the final one.

The final session of the project is devoted to the recording the podcast with Spreaker. The final rehearsal in this session should be perfect and flawless as the next one would be the final one. Once the students are ready, they would

record what is going to be the podcast itself, the final result after all the sessions.

6. DISCUSSION AND CONCLUSIONS

This work is focused on the improvement of the productive skills in EFL learners with the use of drama, collaborative learning and ICT tools. These elements complement each other and help to make the project much more complete and increase engagement and motivation on the students. This is important as the learners this project is created for are those from secondary education, period where engaging them is a key element in the learning process.

This project has taken into account several methodologies and has introduced changes that improve what has been done until the moment. Some of the main advantages of this project in comparison to others and to the traditional classroom are listed below.

The structure and length of the project allow the teachers to introduce it in their lessons at any point and regardless of the level of the students. The fact of only taking one session per week means that the regular classes can still be carried on. Also, this allows the teachers so safely experiment with new methodologies and ways of teaching and break with the traditional routine and dynamic where students have passive roles.

Drama allows the students to learn about essential elements such as public speaking and reduce their levels of stress related to it. This is a must in the current situation as many students feel anxious when speaking even in front of their classmates. This project gives them the possibility to practice this with a smaller group of people where they feel safe and comfortable. However, students will not only work on practical skills such as public speaking or teamwork but also on many of the competences that were introduced into our educational system. Instead of working on their memory from a theoretical perspective, the practical side of it becomes key. This is a big change from the traditional approach to learning where students were simply recipients of knowledge and their role was passive.

Finally, students will learn how to use new ICT tools that broaden the tasks they could do before the project. The result of this innovation is that they will actually feel interested and motivated to work instead of approaching EFL as a tedious subject.

However, the project also has some limitations and potential problems that could concern teachers wanting to use this model in the future. The first of them is that this project requires the students to have computers and not all the schools have as many that can be borrowed for one single class. A possible way to overcome this problem would be, if required, that the students work in pairs so that the amount of computers they need is reduced by half.

Another possible problem that could arise from this project is that maybe the teachers want the project to complement what they are learning in class. This means that maybe they want the project to teach specific vocabulary or grammatical structures. The possible solution to this is to find, among the vast amount of plays that have been written in English, one that fulfils those requirements. The model we have proposed is broad and flexible so that it can be adapted to the different situations it could be applied on.

The third possible problematic issue is the evaluation for, as we have previously mentioned, the student's mark will be composed of a part based on their individual work and another one based on the final result of the team. While this could negatively affect some students, teamwork is something essential for their future employments and required by the legislation that must be developed.

All in all, the potential problems mentioned before have a plausible solution that could be applied without much difficulty. The key is to be flexible and to adapt the model to the context we are working on, this is the only way to maximize the learning experience of the students, which should be the ultimate goal of every teacher. The amount of benefits of the project and of the model should overcome the possible difficulties previously mentioned as the students would get so much out of it. They would learn and discover, approach the learning experience from a different angle and have a better understanding about drama and the process of creating a play. As we can see, the benefits are varied and work on the different sides of the students; they not only become EFL learners but also ICT tools users, script writers, animators, readers and actors. All in all, they are producers and consumers of information at the same time, this project combines the students learning new things and at the same time improving the knowledge and skills they previously had.

The students will have to face something new and that requires them to think and learn out of their comfort zone, this is essential if we want them to be capable of more than simply remembering information. This work has been greatly influenced by what was seen during the internship period in a school and some aspects from it have been adapted to the reality that was seen during that time. What probably constitutes the most important aspect that was affected by this experience is the structure of the project as students really appreciated that the activities were clear and well organized. As teachers, we must be not only able but proficient in the creation of projects and activities such as the one that has been presented. Not only do they foster motivation and participation but also allow the students to develop new skills and competences that otherwise would be almost impossible improve. This work has improved our skills and knowledge, especially those related to the use of ICT tools and to new ways of organizing the classroom and structuring the sessions. This is key as those elements are present in our current educational legislation in the form of the key competences. The search for ways to improve both what has been done until the moment and our classes should be the goal of any teacher. The result of being too proud or scared to receive some kind of criticism would not only be bad for us but also for the students. To receive an education based on progress and equality that is given by teachers that practice self-criticism and that have a level of vocation that leads them to be constantly learning is the base of the quality of the service we are meant to provide.

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